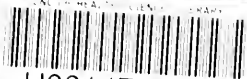


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PRACTICAL NURSING IN THE HOME
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PRACTICAL NURSING IN NORTH CAROLINA

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PRACTICAL NURSING IN NORTH CAROLINA



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Foreword

The accelerated growth of population in North Carolina and the rapid advancement in medical technology demand an increased number of well-trained personnel for nursing services. Realizing this need, the State Department of Public Instruction, in conjunction with local hospitals, administers programs of practical nursing in high schools and industrial education centers. The program aims to prepare adults and out-of-school youth over 16 years of age as licensed practical nurses to aid registered nurses and medical doctors in caring for the sick and injured in North Carolina.

This bulletin was prepared by Miriam Daughtry, R.N., Assistant State Supervisor of Trade and Industrial Education for Practical Nursing, and Donald H. Craver, Technical Writing Consultant for the Division of Vocational Education, under the supervision of A. Wade Martin, State Supervisor of Trade and Industrial Education.

It is hoped that this bulletin, which contains significant facts about Practical Nursing in North Carolina, will be useful to prospective students, local high school administrators, medical personnel, and others interested in the Practical Nursing Program.

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned centrally on the page.

State Superintendent of Public Instruction

August, 1959.

Part I

PRACTICAL NURSING IN NORTH CAROLINA

Those who :

Are interested in becoming licensed practical nurses

Are licensed practical nurses

Are citizens interested in better nursing care for the people in the community

Are doctors who employ practical nurses

Are registered nurses who work with licensed practical nurses

Are hospital administrators who desperately need nurses

Are superintendents of school systems which operate programs for practical nurses or would like to operate such programs

Are members of a group which aids in the recruitment of nurses by sponsoring newspaper advertisements, radio and television broadcasts, or window displays

Or are presidents of civic clubs which want to stimulate persons to enter practical nursing by offering scholarships

Will want to read this booklet. . .

The Need

By 1970, it is estimated that over five million residents will be living in this State. Concomitant with an increase in population is an increased need for personnel trained to care for the sick and injured, for almost all people at sometime in their lives need medical attention. One way to meet this need is to provide more graduate licensed practical nurses.

The rapid growth of health insurance plans has caused a large increase in the number of people seeking hospital care. More babies are being born in North Carolina; the "aging" population is rapidly increasing with the advances in medical science. Nurses are needed on every side today. By 1965-1970 these needs will be increasingly urgent.

There are 35 schools in North Carolina for educating registered nurses, but the number which these schools graduate each year is not large enough to meet the ever increasing demands made upon them.

What can be done? When one wants a nurse—he wants a nurse—now! One of the answers, it is believed, is to increase the number of well-trained practical nurses to supplement the ser-

vices of registered nurses so that better nursing care can be given to all of the citizens of North Carolina. As a registered nurse is called upon to perform more highly technical duties, the well-prepared licensed practical nurse is needed to assist her and the physician in the care of the sick and injured.

What Is a Licensed Practical Nurse?

A licensed practical nurse is a person who holds a State license which permits her to nurse in North Carolina and to call herself a "Licensed Practical Nurse" (LPN). This license, issued by the North Carolina Board of Nurse Registration and Nursing Education Enlarged, Raleigh, must be renewed annually. When one employs an LPN, he should ask to see her license; it is a means of identification.

Is a "Nursing Aide" the Same as a Practical Nurse?

No. Usually a nursing aide has had only on-the-job training. She performs services related to nursing care, but is always under the close supervision of a registered nurse. A nursing aide

Related studies give the practical nursing students the necessary background for a successful vocation.



is not licensed and cannot be licensed under present North Carolina law; however, she is properly considered an important member of the nursing team.

How Many Licensed Practical Nurses Are There in North Carolina?

There were 4,150 practical nurses licensed to practice in the State of North Carolina in 1958.

What Are the Functions of a Licensed Practical Nurse?

"Under supervision, the following functions may be performed by licensed practical nurses with sufficient preparation to insure safe practice:

- I. Assisting with the preparation, implementation, and continuing evaluation of the nursing plan by:
 - A. Providing for the emotional and physical comfort and safety of patients through:
 1. Understanding of human relationships between and among patients and personnel, patients and families, and families and personnel.
 2. Recognition and understanding of cultural backgrounds, spiritual needs including respect for the religious beliefs of individual patients.
 3. Recognition and understanding of the effects of social and economic problems upon patients.
 4. Protection of patients from behavior which would damage their self-esteem or their relationship with their families, other patients, or personnel.
 5. Participation in the development, revision, and implementation of policies and procedures designed to insure comfort and safety of patients and personnel in hospital, other agencies, and private homes.
 6. Attention to the general health care of patients, assisting with cleanliness, grooming, rest, nourishment, and elimination.
 7. Maintenance of an attractive and comfortable environment for the patient with special consideration as to cleanliness, ventilation, lighting, repairs, supplies, and furniture selection and arrangement.
 - B. Observing, recording, and reporting symptoms, reactions, and changes to the appropriate person including:
 1. General physical and mental condition of patients, and

- signs and symptoms which may be indicative of untoward changes.
2. Stresses in human relationships between patients, between patients and personnel, and between patients and their families and visitors.
- C. Performing selected nursing procedures in those circumstances where a professional degree of evaluative judgment is not required, such as:
1. Administration of medications and treatments prescribed by the physician.
 2. Preparation and care of patients receiving specialized treatments administered by the physician or the professional nurse.
 3. Performance of special nursing techniques in caring for patients with communicable diseases.
 4. Practice of first-aid measures.
 5. Utilization of nursing procedures as a means of facilitating communication and interaction.
 6. Preparation and after-care of equipment for treatments, administered by the physician or other professional workers, including necessary sterilization and observation of aseptic techniques.
- D. Assisting with the rehabilitation of patients according to the medical care plan through:
1. Awareness and encouragement of the interests and special aptitudes of patients.
 2. Encouragement of patients to help themselves within their own capabilities in performing activities of daily living.
 3. Knowledge and application of the principles of prevention of deformities, the normal range of motion, body mechanics, and body alignment.
- II. Contributing to the attainment of the goals of the agency by:
- A. Utilizing opportunities in contacts with patients' relatives to promote better understanding of agency policies.
 - B. Fostering cooperative effort among personnel by understanding the functions of other persons involved in patient care and by actively participating in team and staff conferences.
 - C. Utilizing community relationships to contribute to better public understanding of health services.



Practical nursing is a vocation for men as well as women.

- III. Assuming responsibility for personal and vocational growth and development by:
- A. Actively participating in nursing organizations.
 - B. Promoting and participating in inservice programs, learning on the job.
 - C. Promoting and participating in workshops and institutes and other educational programs." *

What Are the Duties of a Licensed Practical Nurse?

This depends on the policies of the hospital or agency where she is employed, what she is asked to do by her employer, and the urgent need for nursing services. There is still much discussion as to what a practical nurse can and should do so as to use her skills and knowledge to the best advantage and still perform only the duties which she is trained to perform.

The following are some examples of duties which practical nurses are being taught to perform at the present time in an approved program:

1. Care for patient's environment:
 - Prepare patient's unit or room
 - Care for and arrange flowers
 - Regulate ventilation and lighting
 - Make beds
 - Operate and care for home appliances
 - Care for hospital equipment
2. Assist with admission, transfer, and discharge of patient:
 - Care for clothing and valuables of patient
 - Care for personal appliances of patient, such as hearing aids, glasses, or teeth
3. Practice medical asepsis:
 - (Isolation precautions)
4. Carry out personal hygienic procedures for the patient:
 - Give baths, care for hair, nails, mouth, and skin
 - Feed patient
 - Dress and undress patient
5. Give therapeutic baths:
 - (Arm or foot; for elevated temperature)
6. Employ comfort and safety measures:
 - Move, turn, and support patient with pillows or mechanical devices

*This statement was approved by the Executive Board of the National Federation of Licensed Practical Nurses and by the Board of Directors of the American Nurses' Association in January 1957.

- Apply devices to restrict movement (bedside rails, for example)
- Get patient in and out of bed
- Assist with crutch walking
- Initiate and guide diversional activities
- 7. Plan, prepare, and serve foods:
 - Plan menus
 - Prepare food for patient
 - Serve tray
 - Prepare therapeutic diets, infant formulas, weighed or measured diets
- 8. Carry out or assist with diagnostic procedures:
 - Observe and record signs and symptoms (take temperatures, pulse, respiration, blood pressure)
 - Collect specimens
 - Assist physician with examinations
- 9. Prepare surgical supplies and equipment:
 - Prepare dressings for sterilization
 - Make common solutions
 - Sterilize instruments
 - Practice surgical asepsis (keep sterile articles sterile)
 - Do uncomplicated dressings
- 10. Give selected treatments, such as:
 - Dress pressure sores
 - Prepare and give enemas and irrigations
 - Apply counterirritants; give hot and cold treatments
 - Give medications—by mouth or by injection
- 11. Render special types of services:
 - Prepare selected patients for operation
 - Assist with care of patient recovering from anesthesia
 - Give first aid for common types of emergencies
 - Apply and remove bandages

Practical nursing in its modern sense is really a new vocation. It is only partly understood by persons who work with licensed practical nurses: doctors, registered nurses, hospital administrators, and other personnel within hospitals and agencies. The best use of licensed practical nurses will be made when their associates better understand what they are trained to do and when their role on the health team is more clearly defined by medical and nursing groups.



Bedside care is one of the important services of the LPN; therefore, each student is given extensive training in this phase of nursing activity.

Where Do Practical Nurses Work?

Many practical nurses, as one may suppose, work in general hospitals; but they also work in specialized hospitals (TB, mental, geriatric, etc.), industries, schools, physicians' offices, and private and nursing homes.

The following statistics show the number of licensed practical nurses employed by each of these agencies in North Carolina in 1958:

Hospitals	1,706	Private duty	682
Physicians' offices	238	Other	54
Industries	10	Not reported	114
Schools	8	Not working	733

What Is the Typical Practical Nurse Like?

Most practical nurses have entered nursing because they receive satisfaction from serving others. A frequent response to the question "Why did you go into practical nursing?" is, "I always wanted to be a nurse." This is particularly true of those entering training today. Many who had wanted to be nurses did not have the money or time to go to a professional school when they were younger; others married and raised a family.

About 78 per cent of the LPN's in North Carolina are white women; 21 per cent are Negro women, and 1 per cent are white and Negro men.

A surprisingly large percentage of those entering practical nursing school programs today are widowed, divorced, or separated. However, marriage is no barrier to training to be a licensed practical nurse if home responsibilities permit one to give a year to training. Because of the experience and information that the married person has acquired in caring for her home and raising a family—when they are sick and when they are well—she is considered a good applicant for practical nurse training.

About 27 per cent of the graduates of the school programs of practical nursing have been high school graduates.

How Much Are Licensed Practical Nurses Paid?

The beginning salary for licensed practical nurses in North Carolina ranges from two-thirds to three-fourths of the registered nurses' salary. In most places these nurses receive yearly increments until a set maximum is attained. Merit increments are also given in many places.

Are All LPN's Graduate Practical Nurses?

No. Of the number of licensed practical nurses practicing in North Carolina in 1958 only 19.5 per cent were graduate practical nurses. This is because approved schools for training practical nurses have been in existence in North Carolina only since 1948. Graduates of practical nursing schools are usually called "graduate practical nurses." An average of approximately 150 have been graduated each year from North Carolina schools. As the program of practical nursing improves and expands, the number of graduates will increase.

How Did Those Who Did Not Go to School Get a License to Practice?

A law, passed in 1947, became a part of the Nurse Practice Act to license practical nurses. This was a permissive law which only protected the title of the licensed practical nurse; however, it did provide for training of practical nurses in regulated programs. The law included a two-year waiver clause, with no examination or formal education requirement. Setting up such a waiver for a limited period of time is a customary procedure in

The practical nursing student must be trained in the use of hospital equipment.



any state passing its first licensing law covering a certain type of work. It meant that experienced practical nurses could secure a license by waiver without submitting to examination or providing proof of training. Two thousand five hundred twenty-three (2,523) practical nurses were licensed by reason of this waiver.

When the waiver clause expired July, 1949, there were still so many working practical nurses who desired to be licensed that a partial waiver was inserted in the legislation enacted by the 1953 General Assembly when it repealed and re-enacted the laws relating to nursing which became effective January 1, 1954. The new waiver for practical nurses required an examination, certification of two years' experience, and proof of education through the first year of high school, or its equivalent. One thousand three hundred and two (1,302) practical nurses were licensed under the law containing this waiver.

The 1955 General Assembly amended the practical nursing section of the nursing law and ended the waiver period as of July 1, 1956.

Obviously the three thousand eight hundred and twenty-five (3,825) practical nurses who received their license under these waiver provisions vary widely in training and other qualifications. They fall into the following four categories:

First. There is the licensed practical nurse who has been trained in a school of professional nursing, in some cases for 18 months or more. She has learned some of the basic skills of nursing care, although she did not complete the regular course required for the registered nurse.

Second. There is the licensed practical nurse who has learned about nursing on-the-job, either in the home or hospital. She has skills acquired by experience in making patients comfortable, and she is usually motivated by a genuine love of nursing.

Third. There is the licensed practical nurse who has taken a correspondence course in practical nursing from some commercial company. This study may have been coupled with some experience in a hospital or in home care. It enables her to give enough evidence of training to meet legal requirements for a license, but she has probably had little opportunity to apply the procedures outlined in the course.

Fourth. There is the licensed practical nurse who has received her license in another state. This could have been by graduation

from an approved school of practical nursing, by examination, or by waiver. If she meets the standards of the North Carolina practical nursing requirements of the law, she is granted a license without examination. This procedure is called "license by endorsement."

A fifth category describes the graduate LPN:

Fifth: There is the graduate licensed practical nurse. She has completed satisfactorily a prescribed course of study in an approved school of practical nursing and has passed the examination given by the State's legal licensing authority. By 1958 there were approximately 1,150 graduates of the North Carolina schools of practical nursing who were in this fifth category.

Understandably, there is confusion today in the minds of those dealing with practical nurses, because there are so many categories. With preparation so varied and job performance so different, it is difficult to know what to expect from the licensed practical nurse. To become licensed to work as a practical nurse, according to present regulations, a person must have completed a course of study in practical nursing in an approved school program or must become licensed by endorsement from another state.

A certificate from a correspondence course in practical nursing does not qualify a person to take the State Board Practical Nurse Licensure Examination.

What is the Difference Between a Registered Nurse and a Graduate Licensed Practical Nurse?

A graduate licensed practical nurse spends one year in formal training learning her vocation. She is required to have had at least one year of high school education or the equivalent. Since the age range may be from 18 to 50 years of age, this is a good vocation for both young and mature women. The cost of training is usually small if the trainee lives at home. Some programs charge no admissions fee, while others charge from \$40 to \$60. The student spends approximately 500 hours in a classroom and 36 weeks in a hospital, where she receives experience in caring for medical, surgical, maternity, and other types of patients. A registered nurse usually spends 3 years (or maybe 2 or 4) in preparing herself for her profession; she must be a high school graduate in the upper half of her class; and she must be under 35 years of age. Her education will probably cost \$500; and if she takes a college course in nursing, she will spend anywhere from \$500 to \$2,000 a year.

A GRADUATE PRACTICAL NURSE is one who has completed satisfactorily a course of study in a state or nationally accredited practical nurse school program.

A NON-GRADUATE NURSE is one who has not completed a course of study in an approved school of practical nursing. She may have received her training "on-the-job"; she may have had some training in a three-year school of professional nursing but never finished the course; or she may have had little or no training for the job. She qualified for a license either by examination on the basis of experience or evidence of caring for the sick.

A LICENSED PRACTICAL NURSE is one who has met all the requirements of the law (at the time she applied) and received a license to practice practical nursing in North Carolina or some other state having similar standards. The license permits the person to use the initials LPN. A licensed practical nurse may or may not be a graduate practical nurse.

A REGISTERED NURSE is one who has completed satisfactorily either a two-year, a three-year, or a four-year course of study in an accredited school of nursing and is eligible to take the examination to qualify as a registered nurse.

RN=Registered Nurse

LPN=Licensed Practical Nurse

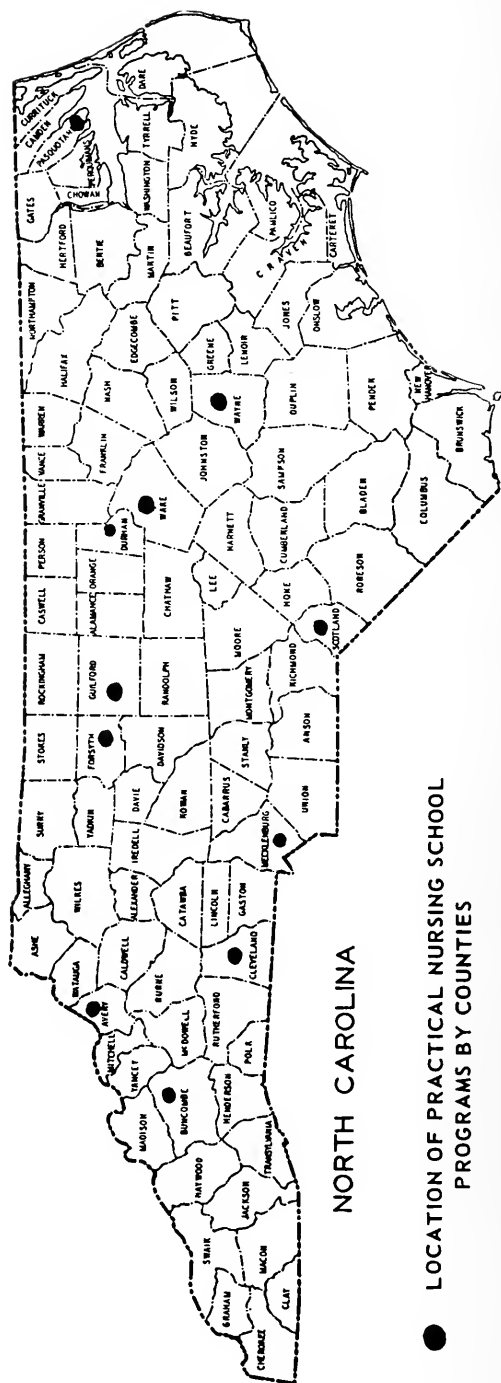
Who Educates Practical Nurses?

The training programs in North Carolina, except for one instance, are under the direction and control of city or county boards of education and are a part of the program in vocational schools of trade and industrial education. The responsibility for practical nurse education is shared by the public school system and the hospitals (and other agencies) which give trainees their clinical experience. A local advisory committee, composed of professional and lay people and licensed practical nurses, acts as an advisory group to the school personnel.

Private agencies may also conduct schools of practical nursing, and these are not subject to the State Board of Education, but must meet the standards of the Nursing Board if their graduates are to be eligible for licensing.

NORTH CAROLINA SCHOOL PROGRAMS OF PRACTICAL NURSING

Sponsored By
Local Schools, Local Hospitals, and State Department of Public Instruction
Trade and Industrial Education



PREPARATION *for* NURSING

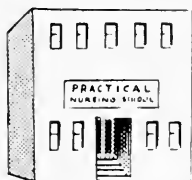


ON-THE-JOB TRAINING

TIME VARIES



NURSING AIDE

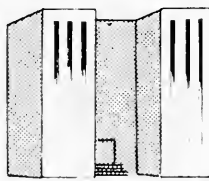


ONE YEAR

PRACTICAL NURSE SCHOOL



PRACTICAL NURSE

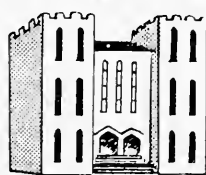


THREE YEARS

HOSPITAL NURSING SCHOOL



REGISTERED NURSE (R.N.)

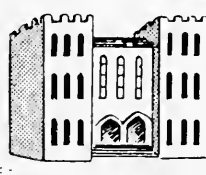


FROM FOUR TO FIVE YEARS

BASIC DEGREE PROGRAM IN COLLEGES & UNIVERSITIES



R.N.'S WITH BACHELOR'S DEGREE



TIME VARIES

PROGRAMS FOR GRADUATE NURSES



R.N.'S WITH BACHELOR'S DEGREE, TEACHERS, etc., WITH MASTER'S OR DOCTOR'S DEGREE

Adapted and reprinted with permission from "Preparing Tomorrow's Nurses" by Elizabeth Ogg. Published by the Public Affairs Committee, Inc., 1952.

Where Are The Practical Nursing School Programs in North Carolina?

(July 1, 1959)

1. **AVERY COUNTY**
Banner Elk Practical Nursing School
Grace Hospital
Banner Elk, North Carolina
2. **BUNCOMBE COUNTY**
Asheville Practical Nursing School
St. Joseph's Hospital
Asheville, North Carolina
3. **CLEVELAND COUNTY**
Shelby Practical Nursing School
Cleveland Memorial Hospital
Shelby, North Carolina
4. **DURHAM COUNTY**
Industrial Education Center
Department of Practical Nursing
Hillside High School (Duke Hospital, (N)
Durham, North Carolina
5. **FORSYTH COUNTY**
Winston-Salem Practical Nursing School
Central Grade School, Church Street
(N. C. Baptist Hospital)
Winston-Salem, North Carolina
6. **GUILFORD COUNTY**
Greensboro Practical Nursing School
McIver School, N. Lee Street
(Moses H. Cone Hospital)
Greensboro, North Carolina
7. **MECKLENBURG COUNTY**
Charlotte Practical Nursing School
401 East Ninth Street
(Presbyterian Hospital)
Charlotte, North Carolina
8. **PASQUOTANK COUNTY**
Elizabeth City Practical Nursing School
Elizabeth City High School
(Albemarle Hospital)
Elizabeth City, North Carolina
9. **SCOTLAND COUNTY**
Laurinburg Practical Nursing School
Scotland County Memorial Hospital (W&N)
Laurinburg, North Carolina
10. **WAKE COUNTY**
Raleigh Practical Nursing School
Mary Elizabeth Hospital
Raleigh, North Carolina
11. **WAYNE COUNTY**
Goldsboro Practical Nursing School
Wayne County Memorial Hospital
Goldsboro, North Carolina
12. One private course in connection with Watts Hospital is located in Durham, North Carolina.

What Is an Approved School?

An approved or accredited school of practical nursing is one which has met the standards prescribed by the Nursing Board. All of the 12 school programs of practical nursing which operate in North Carolina are approved by the North Carolina Board of Nurse Registration and Nursing Education Enlarged. In accordance with law this Board prescribes the course of study, the practice that must be done, and the standards which the schools will maintain. The Board also accredits the schools and determines whether or not the graduates may take the State licensing examination. In addition to Board approval, all public-supported



Practical nursing students often assist medical doctors.

practical nursing school programs must be approved by the State Department of Public Instruction.

How Is the Practical Nursing Program Conducted?

The program is 12 months in length, divided into approximately one-third time for classroom instruction, with a limited amount of related nursing practice in the hospital, and two-thirds time for instruction in applied nursing in an approved hospital. Instruction and practice include the care of medical, surgical, obstetric, and pediatric patients, as well as the special care required for those with chronic diseases and for the aging group. Most hospitals pay the student a stipend during the time she is training in the hospital. The amount of the stipend varies with the institution.

What Does it Cost to Take the Course?

One must have money for the school admission fee, purchase of books and supplies, uniforms and shoes, and the fee for the physician who gives the pre-admission physical examination. The trainee must also pay for room and board, unless she is living at home. These payments will vary according to the location and policy of the school program. Upon completion of the course, the graduate must take the licensing examination at Raleigh, for which there is a fee of \$10.

What Percentage of the Students Complete the Course?

Latest available figures show that over 75 per cent of the students entering practical nurse training complete the course. Reasons frequently given by those who withdraw before graduation are the following: family responsibilities, personal health, failure to pass the subjects being studied, and insufficient money to finish the course.

Is Recruitment a Problem?

A common problem for all school programs of practical nursing is to fill their classes with qualified candidates. A great many of those who apply do not have sufficient education and aptitude for nursing. Then, too, the public often is not aware of the school program or does not know who is qualified to apply for admission to the program. Instructors are frequently too busy to carry on an intensive recruitment program, and there is usually no one else directly responsible for doing such work.

Licensed practical nurses who have not had formal training and who desire to increase their nursing knowledge and improve their nursing skills and effectiveness may do so by taking the extension courses offered through city or county boards of education. For further details on extension courses contact the local director of vocational education, the local director of industrial education centers, or write the Assistant State Supervisor of Trade and Industrial Education for Practical Nursing, State Department of Public Instruction, Raleigh, North Carolina.

What Are the Problems?

More LPN's are needed (just as more RN's are needed) to serve the people over the State. There is also a need to find ways to help small rural hospitals acquire a good nursing staff, especially because so few RN's work in small towns. Yet it is difficult to start a school program in a rural area, because there are not enough patients in the local hospital to afford adequate training experience in various diseases and conditions; it would often be difficult to find prepared nurse instructors, and frequently classroom facilities and sufficient money would not be available for establishing such a course.

LPN's have little difficulty in getting a job. However, not enough positions offer a sufficient salary and "fringe" benefits to attract more recruits to this branch of nursing. Licensed practical nurses, like others, prefer to work where they are made to feel that they have a contribution to make and are recognized as important members of the nursing group.

In many localities in North Carolina, the licensed practical nurse has not been fully accepted as a member of the nursing service group.

School programs for practical nursing have not been in existence very long in this State. Although the first one opened as recently as 1948, it is the general opinion that nursing care has improved throughout North Carolina because there has been a practical nurse training program and that this improvement will continue and increase as the practical nurse program expands.

Practical nursing students learn by working together in groups.



Who Can Help to Provide Better Practical Nurse Training?

Public school administrators, doctors, registered nurses, employers of licensed practical nurses, those who instruct them, LPN's themselves, and the public who uses them—all must work together.

In these pages practical nurses, their education, qualifications and duties have been discussed. The Department of Public Instruction is concerned about the sick and infirm in North Carolina—who will take care of them and how well they are taken care of. To help lessen pain, to bring comfort and health through the practice of good nursing care, and to help in rehabilitation and in the prevention of illness are the main objectives of the practical nurse training program.

Where Can More Information on Practical Nursing Be Obtained?

Go to the nearest school program of practical nursing and talk to those who are teaching in these programs, or write to:

Assistant State Supervisor of Trade and Industrial Education for
Practical Nursing
State Department of Public Instruction
Education Building
Raleigh, North Carolina

The Board of Nurse Registration and Nursing Education Enlarged
Warren Building
306 S. Dawson Street
Raleigh, North Carolina

North Carolina Licensed Practical Nurses' Association
Warren Building
306 S. Dawson Street
Raleigh, North Carolina

National League for Nursing
The Committee on Careers
10 Columbus Circle
New York 19, New York

The National Association for Practical Nurse Education
654 Madison Avenue
New York, New York

Part II

SUGGESTED PROCEDURES FOR ORGANIZING PRACTICAL NURSING TRAINING PROGRAMS

The procedure for organizing a program in practical nurse training, whether it is to be offered in a public vocational school or in some other institution, is somewhat complicated because of the unusual scheduling requirements, the training relationships that must be maintained with cooperating institutions, and the need for the legal observance of the administrative and educational standards of the North Carolina Board of Nurse Registration and Nursing Education Enlarged (hereafter referred to as the "Nursing Board") and the North Carolina State Department of Public Instruction. The purpose of this section is to provide suggestions regarding appropriate steps to be followed by school administrators who desire to organize training programs in practical nursing.

Training Must Be Provided in an Accredited School or Program

Only those schools and programs that meet the educational standards for approval established by the Nursing Board may legally engage in preparing trainees to take the examination which qualifies them to become licensed practical nurses. Programs offered in public vocational schools and approved by the North Carolina State Department of Public Instruction must conform to the approved standards of the Nursing Board and be recognized by the Board. Approved standards for schools of practical nursing are outlined in the official bulletin, *Administrative and Educational Standards for Conducting North Carolina Accredited Schools of Practical Nursing*.

***Essential Steps in Organizing a Program of Practical Nursing**

Become Acquainted with the Nature and Scope of Practical Nurse Training.

Determine the Need for a Training Program in the Community.

Determine Interest and Support.

Determine Availability of Clinical Training Facilities.

*Although these steps are intended primarily as a guide for school administrators responsible for the organization of training courses in practical nursing in public vocational schools, they are equally valid for the use of administrators in other institutions, schools, and agencies.



Training in infant care is an important phase of the practical nursing program.

- Organize Advisory Committee.
- Determine Cost and Prepare Budget.
- Obtain Local Board of Education Approval of Program and Budget.
- Apply to the State Department of Public Instruction, Division of Vocational Education, for Approval for Reimbursement.
- Apply to the Nursing Board for Application for Approval to Establish a School of Practical Nursing.
- Designate Personnel Responsible for Program and Outline Duties and Responsibilities.
- Provide Adequate Classrooms and Facilities.
- Purchase and Install Equipment and Supplies.
- Employ Qualified Instructors.
- Determine Instructors' Salaries
- Complete written Agreements with Cooperating Hospitals and Institutions.
- Organize a Publicity Program.
- Develop Student Selection Standards and Recruitment Procedures.
- Determine Curriculum Content.
- Provide for Occupational Extension or Refresher Courses.

1. *Become Acquainted with the Nature and Scope of Practical Nurse Training.*

Personnel responsible for the organizational procedure of a program in practical nursing should become thoroughly acquainted with the authoritative literature in the field so that they may have a clear conception of an approved training program for practical nurses.

2. *Determine the Need for a Training Program in the Community.*

Recent surveys and studies of nursing needs and resources in North Carolina emphasize the inadequacy of nursing services throughout the State and the need for more educational programs for the training of practical nurses. However, the school administrator should require statements and supporting data from responsible hospitals and medical and nursing authorities regarding the local need.

3. *Determine Interest and Support.*

It is important that the administrator determine the nature and extent of the interest, support, and cooperation that may be expected from local hospitals, health agencies, and nursing groups in the initiation and operation of the training program. This may be accomplished by inviting the comments and cooperation of responsible officers of local or area medical, hospital, and nursing organizations. The success of the practical nurse training program is dependent upon the cooperative efforts of all of these groups.

4. *Determine Availability of Clinical Training Facilities.*

The availability of hospitals and other institutions that can meet approved standards for clinical experience, offered as part of the practical nurse training program, must be identified and the cooperation of these institutions must be solicited. Approximately three-fourths of the total training program for practical nurses must be conducted in hospitals and other institutions approved for such training by the Nursing Board. It is important that the school administrator or his delegated representatives visit the hospitals and other institutions in and near his community whose facilities and

personnel may be needed to provide specified areas of clinical experience and training. These visits should be made: (1) to determine the willingness of the institutions to cooperate in the program and (2) to make a tentative estimate of their eligibility for approval under the standards established by the Nursing Board for training in the following specific services:

- Medical and surgical nursing including the care of chronic, aged, and convalescent patients

- Care of mothers and infants

- Care of children

It is recommended that representatives from the Nursing Board and from the North Carolina State Department of Public Instruction accompany the school administrator to each hospital or institution because of the technical assistance which they can provide in outlining the requirements for approval of the clinical facilities for each service. Following determination of the general ability and willingness of the institution to cooperate in the training program, the school administrator should request the Nursing Board to determine the eligibility of this institution for approval. A report of the Board's action should be sent to the school administrator. This approval is necessary since graduates of the prospective program of practical nurse training will not be eligible to take the State Licensing examination unless they have obtained their clinical training in approved hospitals and institutions.

The following are some of the factors that require consideration during the preliminary visit to representatives of hospitals and institutions:

- Willingness to participate in the program

- Designation of the specific services, previously cited, that can be offered

- Number of practical nursing students that can be assigned at any one time

- Availability of qualified registered nurses who can be assigned to assist in the supervision and direction of practical nursing students

- Location of the institution in terms of commuting distance from the school and transportation costs to trainees

- Existence of a school for professional nursing within the

institution and the ability of the institution to provide a sufficient number of patients and variety in types of patient care to offer adequate training experience for student practical nurses without overlapping or conflicting with the program for professional student nurses

It is advisable that the school administrator determine promptly whether approved cooperating institutions are available for each of the training services. The local program of practical nurse training cannot be approved by the North Carolina Department of Public Instruction or the Nursing Board unless provisions have been made for all phases of required clinical experience.

5. *Organize Advisory Committee.*

The organization of a representative advisory committee on practical nursing is an essential step in the development of a successful program. All organizations directly concerned with the training and employment of practical nurses should be represented on this committee. The local board of education should invite the proper officer of each of the following organizations to name a representative to the committee:

- County Medical Society
- Hospital Association
- Registered Nurse Association
- Licensed Practical Nurse Association
- Department of Public Health
- An interested citizen

Consultant services by the Division of Vocational Education of the North Carolina State Department of Public Instruction and by the Nursing Board are available to the local school authorities on request. These agencies can give valuable guidance to the local advisory committee, particularly during its formative stages. The local advisory committee is advisory only and is not administrative in its functions. The following are some of the activities that may require the attention of the committee:

- To recommend properly qualified instructor candidates

- To evaluate the proposed curriculum in terms of the standards for practical nursing and the types of nursing needs in the community



Caring for children is one of the rewarding experiences which every nurse enjoys.

To advise concerning the variety, quality, and sources of equipment needed for the training program

To assist in developing a student recruitment plan and in stimulating community cooperation in carrying out the plan

To make recommendations regarding the standard contract to be drawn between cooperative institutions and the program of practical nursing. The primary purpose of such contracts is to safeguard training conditions under which clinical instruction will be given and to define school institution relationships.

To suggest types of publicity needed to inform the public and cooperating organizations regarding the functions and contributions of the practical nurse in relation to the entire field of nursing services

To help in identifying the need for specific short unit courses for licensed practical nurses. These courses can be of a "refresher" type or of a type that prepares the nurse to deal with changing techniques or responsibilities.

These are only a few of the ways that an advisory committee can help the local school administrator and the persons directly responsible for the program. Advisory committees should meet regularly; systematic minutes of these meetings should be recorded.

6. *Determine Cost and Prepare Budget.*

The principal items of expense involved in initiating a program of practical nurse training include costs of providing appropriate classroom facilities; installation of essential water, gas, and electric services; purchase of major equipment, textbooks, reference books, teaching aids, and general instructional supplies; salaries of properly certified instructors, full or part-time supervisors (depending upon the size of the program), and secretarial assistants; and printing and publicity. The local school administrator may obtain considerable detailed assistance in preparing budget items from administrative units in which programs of practical nursing have been organized. Also, certain representatives on the local advisory committee may be able to provide assistance in preparing



Caring for the aged is a responsibility shared by all members of the nursing team.

specifications for the purchase of suitable equipment and supplies.

7. *Obtain Local Board of Education Approval of Program and Budget.*

Before further organizational steps should be undertaken, it is necessary to obtain assurance that the program will be approved and supported by the local board of education.

8. *Apply to the State Department of Public Instruction, Division of Vocational Education, for Approval for Reimbursement*

Before a practical nurse training program can receive State reimbursement, application should be made to the State Department of Public Instruction stating that a minimum of fifteen students will be enrolled in each class of the program.

9. *Apply to the Nursing Board for Application for Approval to Establish a School of Practical Nursing.*

School systems proposing to establish a program in practical nursing should also make application to the Nursing Board if the school is to be accredited and the graduates are to be eligible to take the State licensing examination. This application, obtained from the Nursing Board office, should be made at least six weeks before the admission of students to the program.

10. *Designate Personnel Responsible for Program and Outline Duties and Responsibilities.*

The development of the organizational pattern for the practical nurse program is a local responsibility. The following suggestions may be helpful to the local administrator in developing his plan of organization and supervision.

The smooth and effective operation of the program requires the close cooperation and coordination of activities of many persons in the organization including the superintendent of schools, the local supervisor of trade and industrial education, the principal of the school in which the training is to be offered, the instructors of practical nursing and home economics, guidance counselors, and others who

will have responsibility for the program in whole or in part. The role of the local advisory committee and other consultants should be included in the total organizational plan. Also, the relationships between local personnel and consultant and advisory personnel at the State level should be recognized and defined.

Certain general principles should be outlined for the guidance of all local personnel. Examples of such principles are suggested in the following statements:

- Legal requirements and educational standards outlined by the North Carolina Board of Nurse Registration and Nursing Education Enlarged will be observed.
- Program approval functions of the North Carolina State Department of Public Instruction will be recognized and observed.
- Every effort will be made to conform to uniform organizational and policy standards developed for North Carolina.
- Procedures involving possible deviations from accepted standards or policies will be submitted to the North Carolina State Department of Public Instruction for consideration and recommendations.
- The local program will conform to the current conception that the program of practical nurse training is for out-of-school youth and adults between the ages of 17 and 30.
- The curriculum may vary in terms of organization and method from the outline contained in the educational standards and curriculum for schools of practical nursing, a publication of the Nursing Board; but it must not vary in terms of the total time spent on subject areas outlined in that bulletin.

The administrator should give careful consideration to the nature of the following activities when assigning responsibilities to the instructor, supervisor, principal, or other personnel:

Recruitment—policies and procedures

Student selection—standards and techniques

Curriculum construction—content and method

Institutional working agreements

Advisory committees—organization and use

Supervision responsibilities

Equipment and supplies—determination of needs—ordering and installing

Publicity—determination of needs, purposes, and procedures

Schedule—theory and practice

Determination of forms for reports and records—putting them into use

Determination of appropriate uniforms—standards for their care

Determination of charges for students within and outside of the jurisdiction of the Board of Education

Graduate placement and follow-up activities

Organization of extension or refresher classes

11. *Provide Adequate Classrooms and Facilities.*

It is recognized that the problem of providing adequate space and facilities is a difficult one in many schools. It is recommended that personnel responsible for the proposed program of practical nurse training analyze methods of dealing with the local housing problem in one or more existing programs in the State. Basic classroom facilities should be provided in the local public school buildings rather than within the hospitals if the responsibility for the administration of this program is assumed by the local board of education. Rooms and facilities used for conducting the program should be approved by the North Carolina State Department of Public Instruction.

12. *Purchase and Install Equipment and Supplies.*

The administrator, in dealing with this step, can profit considerably from the experience of schools that have organized programs of practical nurse training in recent years. Representatives of the Division of Vocational Education of the State Department of Public Instruction should be consulted concerning this matter. It is also possible that representatives of local hospitals can offer helpful suggestions.

The responsibilities for providing equipment and supplies should be discussed and thoroughly understood by school officials and cooperating institutions, and should be clearly stated in detail in the working agreement of affiliation. (A sample copy of a working agreement may be obtained from the North Carolina State Department of Public Instruction.)



Students must learn to prepare and serve food.

13. *Employ Qualified Instructors.*

This is one of the most important functions of the local administrator, because the ultimate effectiveness of the program will depend largely upon the background, point of view, training, and breadth of experience of the instructors.

Before a vocational instructor can be legally employed in a public school in North Carolina, she must qualify for a certificate issued by the North Carolina State Department of Public Instruction for the subject which she is to teach.

The State Board of Education has authorized issuance of the following certificates for instructors of practical nursing:

PROVISIONAL CLASS A VOCATIONAL

a. Requirements for Issuance

High school graduate; registered nurse; completion of apprenticeship teacher training program (teachers with teaching experience exempt from the apprenticeship clause); two years experience as a registered nurse.

b. Renewal

Initial certificate valid for one year. Renewed annually on completion of two semester hours credit in professional Industrial Education. The certificate may not be renewed more than four times. The one year certificate converted into a five year certificate on two years of successful teaching experience and twelve semester hours credit in professional Industrial Education. The five year certificate may be renewed on six semester hours of professional education credit.

CLASS A VOCATIONAL

a. Requirements for Issuance

College graduate; registered nurse; completion of apprenticeship teacher training program (teachers with teaching experience exempt from the apprenticeship clause). Two years of experience as a registered nurse.

b. Renewal

Initially the certificate is valid for five years from the date of qualification. The first renewal requires six semester hours of professional Industrial Education credit. Subsequent renewals require six semester hours of senior college or graduate school credit, and two years of teaching experience during the five year renewal period.

GRADUATE VOCATIONAL

a. Requirements for Issuance

Master's degree and all requirements for the Class A Vocational Certificate (Practical Nursing); three years of teaching experience.

b. Renewal

Initially the certificate is valid for five years from date of qualification. The first renewal requires six semester hours of graduate professional education



The practical nurse must be well trained in the techniques of rehabilitation nursing.

credit. Subsequent renewals require graduate credit for six semester hours, at least half the credit in professional education, and three years of teaching experience during the five year renewal period.

14. *Determine Instructors' Salaries.*

Salaries of practical nursing instructors are paid monthly by local boards of education which are reimbursed from funds provided by the State Board of Education.

While the amount of State reimbursement on salaries is usually the full amount of the State salary schedule, local schools may pay salary supplements.

15. *Complete Written Agreements with Cooperating Hospitals and Agencies.*

This is an extremely important step because the discussions leading to a written agreement, as well as the agreement itself, offer an opportunity to avoid potential conflicts regarding the working conditions of trainees during their

clinical training, to clarify the training relationships between the school and the agency, and to safeguard the training and educational function in all areas of clinical experience.

The working agreement of affiliation should be studied carefully and discussed by officials of the school and co-operating agency. Particular attention should be given to the following topics so that all of those concerned may clearly understand the provisions of the agreement:

- The nature and scope of the responsibilities of the local school unit and of the cooperating institution or agency in the total training program of practical nursing.
- The general and specific objectives of clinical training and experience in the cooperating agency and the manner in which the organized educational experiences provided in the hospital or agency are expected to contribute to the total objectives of the training program. Balanced experience covering all phases of the training program is essential.
- A clearly defined plan for the orientation of trainees to the training program and to the organizational procedures in the affiliated hospital or agency.
- A detailed listing of the members of the school faculty and their cooperative relationships with specific personnel in the cooperating institution or agency.
- A detailed listing of the hospital or agency personnel who will assist in the teaching or guidance of students during the clinical period, the qualifications they should possess, the specific training responsibilities and relationships they must observe, and provisions for joint planning and evaluation of training procedures with school personnel.
- A detailed plan for the scheduling of clinical instruction in the varying types of experiences covered during the theoretical period.
- Provisions for classroom instruction, as well as supervised clinical experiences, including understandings about the use of the library, appropriate equipment,

and other facilities required for complete clinical period instruction.

- The maximum number of students to be assigned to the cooperating hospital at any one time and the time-commitments covering these assignments.
- The nature, range, and time-allotments of day, evening, and night practice assignments in the cooperating institution or agency.
- Arrangements for maintenance and living accommodations for trainees during the periods of training.
- Understandings concerning the extent to which the cooperating agency will assist in the maintenance of student health and the care of the trainee during illnesses developed while in training.
- Arrangements for compensation of the trainees during the active training period.
- Arrangements for vacations and holidays.
- Provisions for planned recreational activities.
- Understanding regarding the use of the school uniform.
- Provisions for school-hospital planning, coordination, and relationships with students through joint conferences during the training period.
- Provisions for termination of training if the need for this action arises.
- Arrangements concerning the cost of student transportation to and from the cooperating institution if this is a factor requiring consideration.
- Understandings and specifications concerning the types, uses, and availability of essential records and reports used in the school and in the cooperating agency.

16. *Organize a Publicity Program.*

Well-planned publicity designed for specific purposes is an essential in the organization and operation of a



This student is learning how to sterilize supplies in an autoclave.

practical nurse training program. Because of its comparative recent recognition as a vocation which can make an important contribution to patient care and community nursing needs, there is considerable lack of understanding regarding practical nursing and its specific characteristics. This confusion extends not only to the public, but in some cases to nurses, doctors, hospital personnel, public school officials, and other groups. A publicity program should include activities that will foster better understanding and relationships with cooperating groups, as well as provide informa-

tion for the public and prospective students concerning the course and the opportunities it offers.

A publicity plan may be initiated for the primary purpose of recruitment in the beginning; but it is important that a long-term, continuous program be developed for the purposes of further recruitment, better coordination and support of training effort, effective placement, the establishment of occupational extension training for licensed practical nurses, maintenance of standards of training that will prevent unwarranted overlapping of functions of the practical nurse and the registered nurse, and other specific objectives.

17. *Develop Student Selection Standards and Recruitment Procedures.*

The laws of North Carolina relating to practical nursing (January 1954) specify that an applicant for a license to practice practical nursing must have certain qualifications. The following list indicates those qualifications which must be considered in accepting a student for training:

Have attained his or her eighteenth birthday by graduation. (An applicant for a license must be eighteen years of age.)

Be a citizen of the United States.

Be of good moral character.

Be in good physical and mental health.

Have completed at least one year of high school or the equivalent.

Have attained satisfactory scores on selected admissions tests.

Effective recruitment is of vital importance to a successful program of practical nursing; therefore, all reasonable approaches to recruitment should be explored and utilized:

- Committees responsible for the recruitment of trainees for professional schools of nursing should be encouraged to accept the additional responsibility of recruiting for the practical nurse training program.

- Advisory committees are often able to suggest special recruitment committees or special recruitment procedures that will be effective within the community.
- Guidance counselors within the training area should be encouraged to assist in the guidance and recruitment of qualified persons seventeen years of age and over who are about to leave school either through graduation or withdrawal.
- Effective recruitment publicity, through such media as newspapers, brochures, bulletins, pamphlets, talks, and personal contacts, can be designed to appeal to the interests and needs of special groups in the community. For example, pamphlets may be delivered to parents by children in the upper school grades, and other special materials may be distributed through the membership of the Licensed Practical Nurse Association.
- Also, concentrated efforts should be made to reach the young and mature person in the community who might possibly be interested in this type of training.

18. *Determine Curriculum Content.*

The development of the curriculum will be influenced by the minimum time requirements for the teaching units of instruction that compose the training program noted in the *Administrative and Educational Standards for Conducting North Carolina Accredited Schools of Practical Nursing*. However, this arrangement of the units of instruction is not necessarily intended to suggest a specific curriculum pattern that should be adopted in every local program.

It is fitting that each community should have the privilege of determining its own curriculum approach and organization. It is equally important, however, that established time distributions for specific areas of instruction be observed.

The prospective instructor should be employed far enough in advance of the actual beginning of classes to participate in the curriculum construction activity. The proposed curriculum should be reviewed and should receive the general approval of the advisory committee and other persons qualified to evaluate it before it is submitted to the local board of

education, the North Carolina State Department of Public Instruction, and the Nursing Board for formal approval.

19. *Provide for Occupational Extension or Refresher Courses.*

Planning for a practical nurse training program should include provisions for short units of instruction designed to meet specific needs of licensed practical nurses. These short courses, which deal with clearly defined areas of nursing practice and theory, are usually offered in the extension programs of the vocational schools. Many practical nurses who became licensed under waiver provisions recognize the necessity for training in areas of practical nursing which were not available to them before licensure.

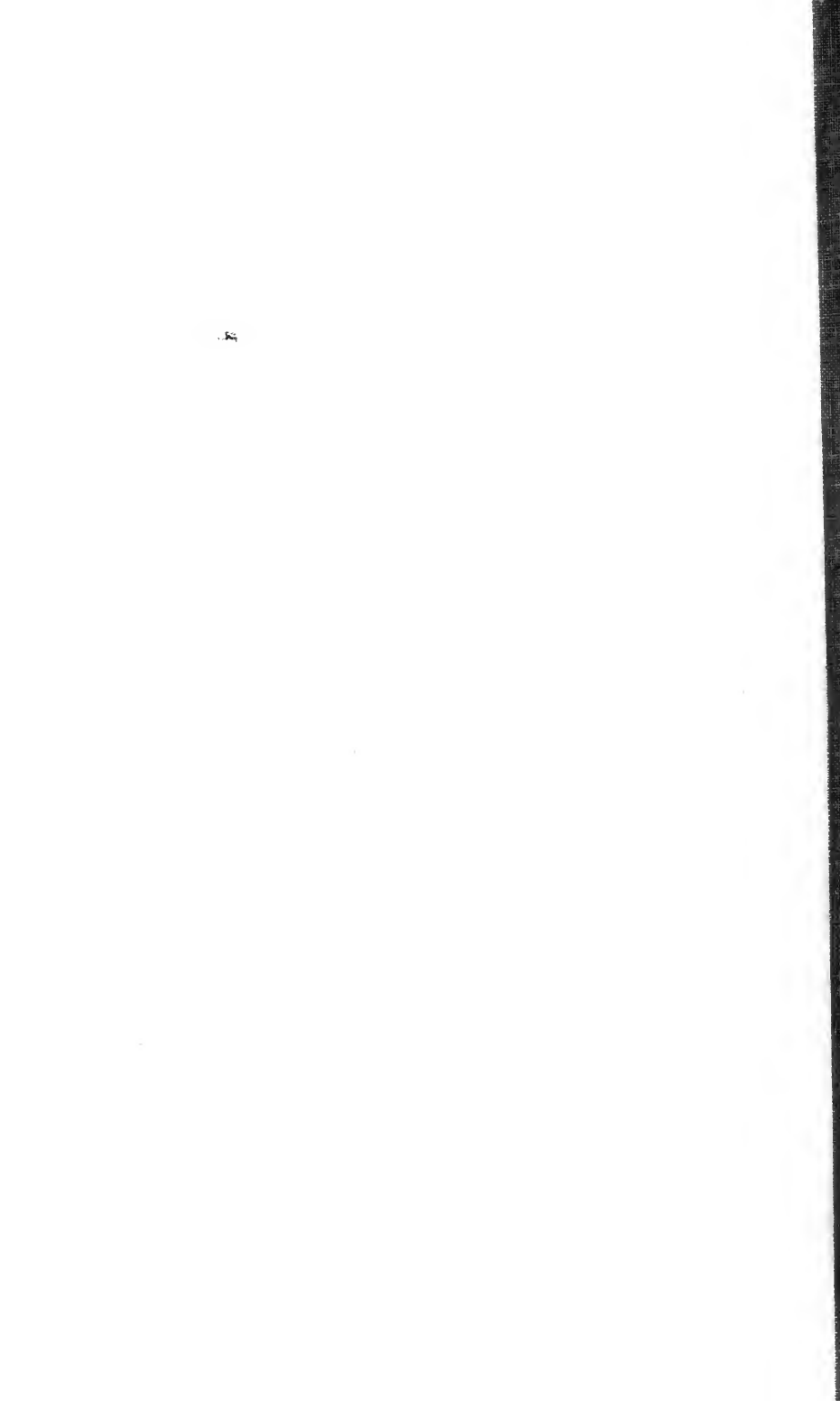
The cost of programs of this type to the local community are comparatively small, but the returns to the community are large in terms of improved patient care.

Practical Nursing Programs can be a vital force in the community. Not only do they furnish added trained personnel to assist in the care of the sick and injured, but they also provide a satisfying and remunerative occupation for both the young and the mature. This program is a concentrated effort of the public at large to train personnel in the care of the sick and injured—an important effort with significant and purposeful objectives.



Graduation marks successful completion of the twelve-months course in practical nursing.







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